Who Benefits?

Updated April 2023 [construction is on-going]

This document indicates who among your students benefits from teaching strategies focused on digital equity and shows that small changes in courses go a long way to promote inclusion. When we have a tutorial related to the teaching strategy, we are linking to it.

Note that as we highlight who benefits from each strategy, we are neither building an exhaustive list nor are we saying that everyone who fits the description necessarily benefits equally. It is important to remember that we are all different and we all have different coping mechanisms and strategies that allow us to succeed in our academic career.

This is a dynamic list and we will be adding to it over time.

Provide accurate closed captions for all recorded audio and video course material ([consult our tutorial on closed captions](#))

- Deaf/deaf and hard of hearing students
- Non-native speakers of the target language
- Students who want to check on the spelling of words
- Students who are using transcripts to complete their notes
- Students with an auditory processing disorder

Access to recordings of the live classes

- Non-native speakers
- Students who are recovering from a concussion and can't take notes or focus for long periods of time
- Students who need more time to process information
- Students with learning disabilities
- Students with an auditory processing disorder
- Students who have chronic illnesses

Provide transcripts of lectures
- Deaf/deaf and hard of hearing students
- Non-native speakers of the target language
- Students who want to check on the spelling of words
- Students who are using transcripts to complete their notes

Extensions and flexible deadlines
- Students who have chronic illnesses
- Caretakers
- Students who have mental health issues, such as anxiety and depression
- Everybody: life happens

Add a "how to succeed in this course" section in your course
Introduce it at the beginning of the semester, and refer students back to it regularly, as needed
- First year students
- First generation students
- Anyone who struggles with getting organized
- Students who have mental health issues, such as anxiety and depression
- Students who have one or more cognitive disabilities

Use checklists in your course to help students stay on track
- First year students
- First generation students
- Anyone who struggles with getting organized
- Students who have mental health issues, such as anxiety and depression
- Students who have one or more cognitive disabilities

Make sure students know that their instructor understands the complexity of their lives

- Caretakers
- First generation students
- Students belonging to one of more visible or invisible minority groups
- Neurodiverse students
- Non-traditional students
- Students who have jobs
- Students who have mental health issues, such as anxiety and depression

Making reviews happen during class time

- Caretakers
- Students who have jobs
- Anyone who struggles with getting organized

Connect the course to life skills and give possible career paths

- First generation students
- Students belonging to one of more visible or invisible minority groups that are underrepresented in your field

Schedule events that happen outside of class time ahead of time so students can make arrangements

- Caretakers
- Students who have jobs
- Students who do not have a personal means of transportation and are limited by the availability of public transportation or others, if the event is in person
- Anyone who struggles with getting organized

Facilitate the pace of the class session to provide time for all students to follow along

- Deaf/deaf and hard of hearing students who need an ASL interpreter: it may take a little longer for the ASL interpreter to communicate with the students compared to spoken English, depending on the content discussed
- Students with learning disabilities
- Students who have one or more cognitive disabilities
- Non-native speakers of the target language

Use clear and precise headings to help break down the course content [(consult our tutorial on headings)](#)

- Students who are screen reader users
- Deaf students whose first language is American Sign Language (ASL)
- Students who have mental health issues such as anxiety and depression
- Students with ADHD
- Students who have never had good organization modeled
- And many more students who will be able to find the information they are looking for quickly and easily

Make sure your course content in Brightspace is organized and easy to navigate ([consult our content area tips for Brightspace](#))

- Most, if not all, of your students
- first-year students
- Non-traditional students
- Neurodiverse students
- Students who are screen reader users

Provide accessible hyperlinks in your course material ([consult our tutorial on accessible links](#))

- Students who are screen reader users
- Students who have learning disabilities
- Students who get disoriented easily
- Students who have anxiety
- Students who have low vision
- Students who are using a phone or tablet to access your course
- And many more students who will appreciate knowing what it is exactly that you want them to access

Offer several modalities for students to get in touch with you

For example: in person, via video conferencing such as Zoom or Google Meet, via Google chat, and via email.

- Deaf/deaf and hard of hearing students
- Students who have social anxiety
- Commuter students
- Students who need more time to process information
- Students who cannot be on campus during your office hours

Use a microphone to teach in large spaces or spaces with a lot of ambient noise

- Hard of hearing students
- Deaf/deaf students
- Students who need more time to process information